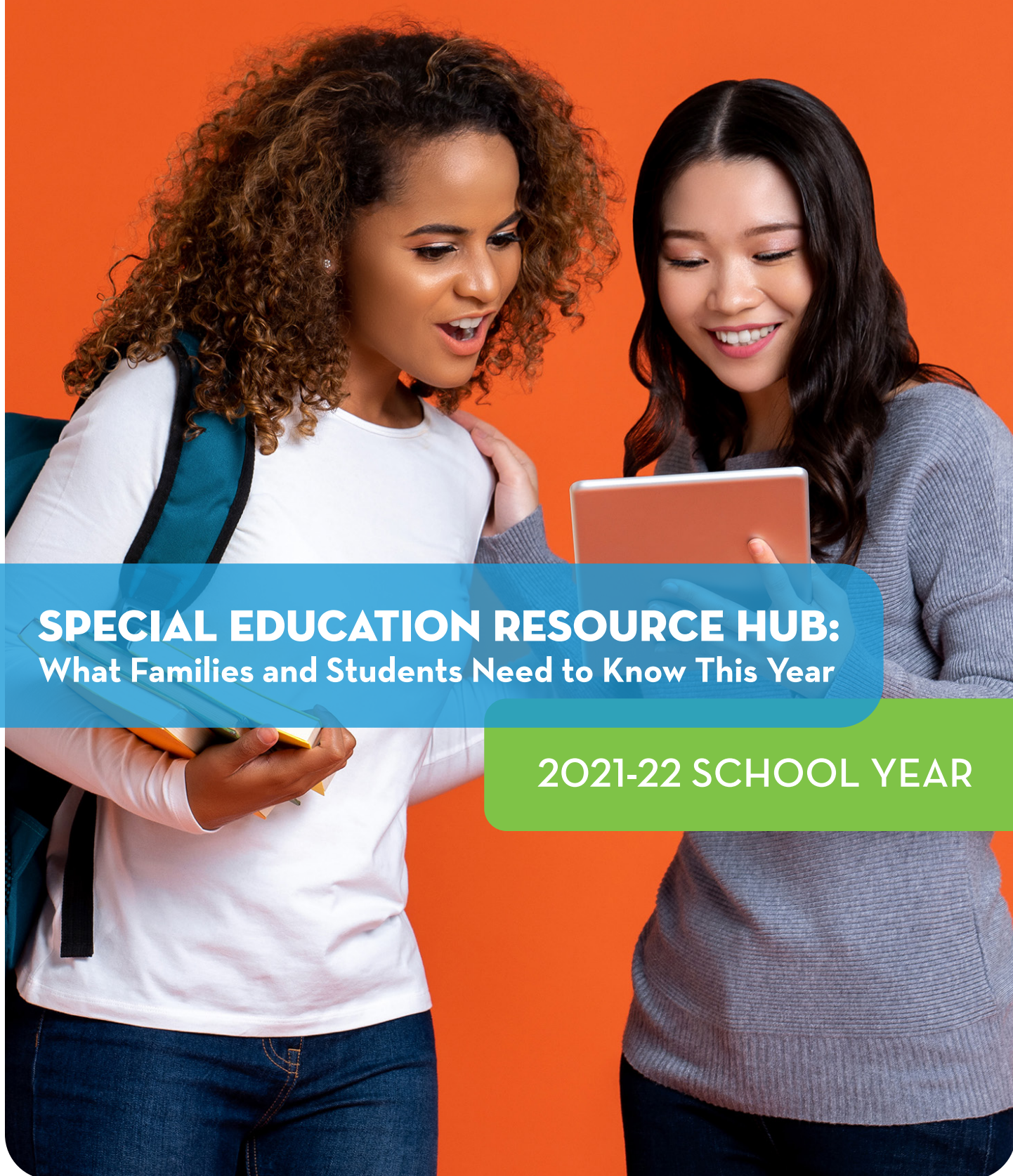




District of Columbia
Office of the State Superintendent of Education



SPECIAL EDUCATION RESOURCE HUB: What Families and Students Need to Know This Year

2021-22 SCHOOL YEAR

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INTRODUCTION

The impacts of COVID-19 and uncertainty we all face is stressful. We at the Office of the State Superintendent of Education (OSSE) know families have a lot of questions as we start this new school year. OSSE cares about and is committed to every student in DC, especially students with disabilities. We want to help parents and families of students with disabilities get answers to their questions. The resources contained here are for families whose child:

- Attends a school that is part of District of Columbia Public Schools
- Attends a public charter school
- Is placed in a [nonpublic special education school](#)

To see a list of terms and definitions that may be helpful as you learn more to support your child, visit [this resource from DC's Office of the Student Advocate](#).

Who is OSSE? We are the state education agency for DC. This means we monitor and support DC public schools in following federal and local law. While OSSE has a lot of resources and guidance for schools, your school will have the most information about their plans for this school year. You can always contact your school directly with questions. School directory and contact information can be found here:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)

YOUR CHILD'S RIGHTS

1

MY CHILD HAS A DIAGNOSED DISABILITY. WHAT SUPPORT SHOULD I EXPECT FROM THEIR SCHOOL?

Your school will give your child a specially designed education at no cost to you that meets your child's unique needs. This will include:

- Your child will receive specially designed instruction. Depending on their needs, they may also qualify for services like speech therapy or counseling.
- A team made up of teachers and others, including you the parent, decides what services and support the student gets.
- The plan for providing this education must be written down in an individualized education program (IEP).
- Your school will provide you with reports or updates on your child's progress throughout the year. You can also discuss any concerns you have.
- You as a parent may be able to receive training as part of your child's IEP to help you understand and assist with your child's special needs.

The Individuals with Disabilities Education Act (IDEA), a federal law, provides this right to a “[free and appropriate public education](#)” (also known as FAPE) for children with disabilities. This right applies whether your child is enrolled in a DCPS school or a DC public charter school or attending a nonpublic special education school.

The IDEA also provides many other rights, known as “procedural safeguards,” to ensure that your child receives FAPE. OSSE's [Notice of Procedural Safeguards](#) has more detailed descriptions of these rights.

If you have questions, contact your child's teacher or special education coordinator.

2

IF MY CHILD MUST LEARN FROM HOME FOR PART OR ALL OF THE 2021-22 SCHOOL YEAR, HOW WILL MY SCHOOL HELP THEM?

Your school must continue providing special education no matter the circumstances, including if your child has received permission to learn from home due to a health condition, or in the instance that your child's school temporarily closes in response to a public health concern while continuing to attend school virtually.

If your school building must temporarily close or your child's doctor says your child should stay home this year, your child's individualized education program (IEP) team will help.

Individual home instruction can be delivered in many ways, below are some of several options your child's IEP team will consider. This can include things like:

- Telephone calls
- Homework packets
- Internet-based lessons

Your child's IEP team will work with you on planning for your child to learn at home. This will include getting the special education required by your child's IEP that can be delivered through a distance learning model, while balancing the health and safety needs of your family. This may mean that some, but not all, of your child's IEP services will be delivered while your child is learning at home. This may also mean that IEP services may look different than they have before. For example, your child may receive only a portion of their IEP-required specialized instruction hours, based on how many hours of virtual classroom time your child is attending, or your child may receive speech and language services alone with the therapist instead of in a group with their peers. You should discuss with your child's school how these services will be provided during this school year.

Remember that home instruction as part of an IEP is not the same as homeschooling. Students receiving home instruction are still enrolled at their DC school. Homeschooled students do not get any special education or services from DC schools.

NEW TO SPECIAL EDUCATION

3

I HAVE CONCERNS ABOUT THE DEVELOPMENT OF MY CHILD YOUNGER THAN AGE 3. WHO CAN I REACH OUT TO FOR SUPPORT?

You, your family or your child's doctor may notice your child is developing differently than other children. This can be stressful, but there are resources to support you.

If you have any concerns, contact [Strong Start](#), DC's early intervention program, by calling (202) 727-3665 or [Submitting a referral online](#). Strong Start is run through OSSE and offers free supports and services to infants and toddlers with disabilities or developmental delays and their families. Their team will explain your rights, determine if your child is eligible for early intervention services, and support you in building your confidence in everyday activity settings to promote your child's learning. This [Strong Start Road Map](#) explains each step in the process.

Some examples of services available are:

- Developmental evaluations
- Speech, physical, occupational and developmental therapies
- Hearing or vision services
- Service coordination

For more information about young children, you can check out these resources:

- [Strong Start Brochure](#)
- [CDC's Developmental Milestones](#)
- [Families Have Rights: IDEA Part C Procedural Safeguards](#)

4

I HAVE CONCERNS ABOUT THE DEVELOPMENT OF MY CHILD AGE 3-5. WHO CAN I REACH OUT TO FOR SUPPORT?

If you have concerns about your child age 3-5, [DCPS Early Stages](#) is here to support you. DC Public Schools Early Stages is DC's evaluation center for children ages 2 years, 8 months through 5 years, 10 months. They help identify any delays that your child may have and, with your consent and participation, arrange services to address them. Their services are free and open to all children who live in or attend school in DC.

If your child is attending a DC public charter school, you can ask anyone at the school for an evaluation.

If possible, please make requests for an evaluation in writing (email or a letter). DC Early Stages or the school in which your child is enrolled, as applicable, is required to accept oral requests for an evaluation.

5

MY CHILD IS STRUGGLING IN SCHOOL. HOW DO I FIND OUT IF MY CHILD NEEDS SPECIAL EDUCATION RESOURCES?

It can be stressful to see your child struggle in school. **If you think your child might have a disability, there is a process to see whether special education services may help them. You can start this process by talking to your child's teacher.** Bring up your concerns and ask for an "evaluation" for your child. Your request starts the process as follows:

- 1) Referral:** The school will start by reviewing all of your child's information. This review is to determine if the information leads them to suspect that your child might have a disability.
 - If they do suspect your child might have a disability, they will ask for your consent for an evaluation. This means you move to the next step below.
 - If they decide the information does not raise concerns about a possible disability, they will send you written notice of that. This means your child will not move forward with an evaluation. If they decide not to evaluate your child and you disagree, you have options to dispute this decision.
- 2) Evaluation:** Your school will bring together a team to determine if your child has a disability that qualifies them for special education. This team will review the information they have about your child and may need to gather new information to complete the evaluation. They might gather new information by giving your child an education or psychological assessment.
- 3) Eligibility:** A team of professionals will meet with you to talk about the evaluation. They will discuss with you whether or not your child "qualifies" for special education services. Qualification is based on the law for special education. The federal law for special education is called the Individuals with Disabilities Education Act (IDEA). Whether or not your child qualifies, they will talk to you about next steps.
- 4) Create an Individualized Education Program (IEP):** If your child qualifies for special education, an IEP will be developed for your child. The IEP is a written document that includes your child's goals, strengths and unique needs. It will describe the services and supports your school will provide to help your child reach these goals. This document will be created by your child's IEP team. As a parent, you are an equal member of this team. It is your choice whether or not your child receives special education services.

If your child does not need special education services, they still might benefit from other supports. These other supports may be part of a "504 plan." For more information, you can talk to your child's school or read more on [OSSE's Section 504 website](#).

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NEW TO SPECIAL EDUCATION (CONTINUATION)

Constraints due to COVID-19 could affect the evaluation process. For example, meetings that typically would be held in person may be held via phone call or video. Your school should work with you to consider creative and flexible options to complete evaluations when possible. These resources have more information:

- [OSSE Special Education Parent Brochure](#)
- [Understood.org - 6 Benefits of Having Your Child Evaluated](#)
- [Office of the Student Advocate - Parent & Family Go-To Guide](#)

6

MY CHILD HAS JUST BEEN DIAGNOSED WITH A DISABILITY. WHAT RESOURCES ARE AVAILABLE TO HELP ME LEARN ABOUT WHAT THIS MEANS?

There are many resources available to help you learn more and support your child. Here are some that might be helpful:

Resources to review:

- [Questions Often Asked by Parents about Special Education Services](#)
- [Understood.org](#) is a resource to learn more about specific disability types and to connect with other families. Some helpful links on their website are:
 - [Understanding Special Education](#)
 - [The 13 Disability Categories Under IDEA](#)
 - [Understanding IEPs](#)
 - [List of terms and definitions](#)

People to talk to:

- [Advocates for Justice and Education \(AJE\)](#) is DC's parent training and information center for families of students with disabilities.
- [The DC State Advisory Panel on Special Education \(SAPSE\)](#) meetings are open to the public and are a great way to connect with other families.



WHAT TO EXPECT THIS SCHOOL YEAR

7

WHAT SUPPORT CAN I EXPECT FROM MY CHILD'S SCHOOL IN THE 2021-22 SCHOOL YEAR?

Your school has been hard at work planning for this school year. Below are key things to keep in mind about what you and your child can expect from your school. If you have any questions, contact your school.

1) Your school should communicate with you about plans to assess interrupted instruction and to accelerate learning.

Your school has been developing a plan called a “Continuous Education Plan.” This plan should be shared directly with you. It will also be on your school network’s website and on [OSSE’s website](#). This plan will explain, among other things, how your school will:

- Ensure a safe reopening of school buildings;
- Support the physical, social-emotional, mental, and behavioral health of school communities; and
- Assess the impact of interrupted instruction and accelerate learning for all students and for students with disabilities.

Read more about these expectations in [OSSE’s Guiding Principles for Continuous Education](#) and [OSSE’s IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#).

Here you can find school contact information:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)

2) Your school should partner with you, as needed, to review and update your child’s IEP. If necessary for your child, this process should consider how your child’s needs may have changed and how your child’s IEP supports them in accessing accelerated learning. It should also consider your needs as a parent for training to support your child

3) Your school should assess your child’s learning levels at the start of the year and share those results with you. Your child’s school should collect student data to better understand how your child’s needs may have changed.

Schools may use a variety of tools to assess students, for example: informal screening tools, formative assessments or tests, or by reviewing student progress data.

8

CAN MY CHILD CONTINUE WITH DISTANCE LEARNING FOR THE 2021-22 SCHOOL YEAR?

Due to the critical benefits of in-person learning and the robust health and safety protocols in place in our schools to support the wellbeing of students, staff and families, distance learning in the 2021-22 school year will only be available to students in pre-kindergarten through 12th grade with a documented physical or mental health condition that requires distance learning due to COVID-19. Students with a health condition that requires distance learning must submit a COVID-19 Medical Consent and Certification for Distance Learning, completed by the parent or guardian and licensed physician or nurse practitioner.

For more information on medical exemptions, please see [OSSE’s COVID-19 Resources for Students and Families](#).

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WHERE CAN I FIND INFORMATION ON SCHOOL PLANS TO ASSESS INTERRUPTED INSTRUCTION AND TO ACCELERATE LEARNING?

Your school has been developing a plan called a “Continuous Education Plan” for the 2021-22 school year. This plan should be shared directly with you. It will also be on your school network’s website and on [OSSE’s website](#). This plan will explain, among other things, how your school will assess the impact of interrupted instruction and accelerate learning.

You should contact your child’s school to discuss plans and specific strategies for accelerating learning for your child.

10

I AM CONCERNED MY CHILD MAY HAVE LOST LEARNING PROGRESS LAST SCHOOL YEAR DURING DISTANCE LEARNING. WHAT CAN I EXPECT MY SCHOOL TO DO TO HELP MY CHILD CATCH UP?

The [Continuous Education Plans](#) being developed by DC Public Schools and public charter organizations for the 2021-22 school year will include planning for accelerated learning for all students with disabilities. These plans, generally, will help your child with missed instruction that may have occurred during distance learning. Your child may receive accelerated learning supports that are delivered alongside the regular school-year education. Accelerated learning is the District’s approach to recovery services which focuses on placing unfinished learning in the context of new learning, integrating both new information and needed prior knowledge at the same time. Accelerated learning is not limited to special education and will be provided for all students. Accelerated learning addresses interrupted instruction, including learning loss or skill regressions, caused by shifts in instruction due to COVID-19.

Additionally, some students may need “compensatory services.” Compensatory services are designed to make up for a child’s loss in educational progress, if any, when a school does not provide the services required in a student’s individualized education program (IEP). These services would be in addition to accelerated learning supports. Your child’s IEP team, including you, should discuss whether your child might need compensatory services.

11

MY CHILD IS PLACED IN A NONPUBLIC SPECIAL EDUCATION SCHOOL. HOW CAN I LEARN MORE ABOUT THEIR SCHOOL’S PLAN FOR THE FALL?

Your child’s nonpublic special education school is working with the public school in DC that referred them to create plans for the 2021-22 school year. These plans will include details about how LEAs and nonpublic schools will address lost instructional time. They will also describe how the school plans to operate safely. **For questions about learning or safety plans, ask your child’s nonpublic school or DC school.**

In general, if you have concerns about the nonpublic school your child is attending, you should reach out to the public school in DC that referred your child and your child’s individualized education program (IEP) team.

Here you can find school profiles, along with contact information:

- [Nonpublic Special Education Schools](#)
- [DC Public Schools](#)
- [DC Public Charter Schools](#)

WHO TO REACH OUT TO FOR HELP

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HOW CAN I ADVOCATE FOR SERVICES AND SUPPORTS FOR ME AND MY CHILD AT THEIR SCHOOL?

The DC school where your child is enrolled is the first point of contact for you to advocate for your child. If you have concerns, you should start by sharing them with your child's DC school. You can contact your child's teacher, special education coordinator or other school officials.

You can talk about this over the phone, email or video. Here are [sample resources and letters](#) that may be helpful.

Several organizations in DC can help you advocate. They can also talk to you about next steps if you are having trouble working with your school. These organizations are:

- [Office of the Student Advocate](#) - Supports DC students and families through parent education, coaching, resources, and training.
- [Office of the Ombudsman](#) - A neutral office that uses mediation and conflict resolution to help families with concerns about public education in DC.
- [Advocates for Justice and Education](#) (AJE) - DC's Parent Training and Information Center. They help parents advocate on behalf of their children and provide parent training and resources.

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WHERE CAN I FIND MORE INFORMATION ON MEDICAL EXEMPTIONS TO IN-PERSON LEARNING?

Some students have a health condition that requires that they continue distance learning during the COVID-19 pandemic. To continue distance learning, your child must have a completed, signed permission from their medical practitioner. For more information on medical exemptions, please see [OSSE's COVID-19 Resources for Students and Families](#).

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WHO DO I REACH OUT TO IF I BELIEVE MY CHILD'S NEEDS HAVE CHANGED OR IF THEIR LEARNING OR SKILLS HAVE REGRESSED?

If you have concerns about your child's needs, talk to their teacher or special education coordinator to request an IEP meeting for review of their special education services. You can prepare for a conversation with your child's school by:

- Writing down your thoughts about your child's learning
- Keeping a home log of your child's services

A review by your child's IEP team may result in the need for a "reevaluation" of your child's needs. A reevaluation is a formal process to check in on your child's academic performance and needs to see if they would benefit from different special education or services, based on a redetermination of the child's disability classification. A reevaluation is required every three years, but you can also request it at any time.

OSSE's [Office of Dispute Resolution](#) or [State Complaints Office](#) are the next places to go. The Office of Dispute Resolution [Parent's Guide](#) has more information on next steps.

15

WHERE DO I GO IF MY CHILD AND I ARE NOT GETTING THE SUPPORT WE NEED FROM MY SCHOOL?

If you try and are not able to come to an agreement with your school about special education issues, you have other options. If your child attends a DCPS school, you can contact the [DCPS Office of Integrity](#) to ask for support. If your child attends a public charter school, you can contact the DC Public Charter School Board (DC PCSB) to submit a complaint. OSSE's [Office of Dispute Resolution](#) or [State Complaints Office](#) are also the places to go for these next steps:

- [Facilitated IEP Meeting](#) - an IEP team meeting led by a neutral person. This is likely the first step you should consider. It gives you a chance to solve problems quickly among the people who know your child best.
- [Mediation](#) - a conversation with the school led by a neutral third person. The goal is for you and the school to come to an agreement. This is often faster than due process.
- [Due Process Hearing](#) - both you and the school share their respective point of view through witnesses and relevant documents presented to a neutral hearing officer. The hearing officer makes the decision. This can be appealed to court.
- [State Complaint](#) - you file a written complaint to OSSE and an investigation takes place to see if the law has been broken.



SUPPORTING YOUR CHILD AND FAMILY THIS SCHOOL YEAR

16 HOW CAN I LEARN ABOUT MY CHILD'S PROGRESS?

Your child's school is responsible for monitoring your child's receipt of special education and related services and providing you with periodic progress reports. They should communicate this information to you throughout the school year. In particular:

- **At the start of the school year**, your school should check on your child's learning levels. They should share this information with you, and they should use this information to consider whether any changes are needed to your child's individualized education program (IEP).
- **Throughout the school year**, your child's school should monitor progress from your child's IEP. They will communicate with you regularly. This will all be based on the goals in your child's IEP. If you need help understanding your child's IEP, ask your child's teacher or school.

If you have questions, you can ask your child's teacher or special education coordinator.

17 WHAT CAN MY FAMILY DO TO MANAGE STRESS AND WELLNESS DURING THIS TIME?

We know this is a stressful time for families and students across DC. There are many resources available to help.

Access support or resources:

- Resources from the Department of Behavioral Health (DBH):
 - You can call DC's Access HelpLine, 1(888) 7WE-HELP or 1(888)793-4357.
 - This one-page [behavioral health flyer](#) explains the types of supports available.
 - DBH runs the [Parent Support Program](#), including an online parent support group called Wellness Wednesdays and individualized consultations, as well as other resources.
 - The [Department of Behavioral Health](#) has more information and resources.
- The Centers for Disease Control and Prevention (CDC) has a [resource page](#) to help students and families.
- Interested in more support for your child? Call your school and ask to be connected with the "Behavioral Health Coordinator." They can help connect your student to services.

Attend a virtual training or workshop:

- [DCPS Parent University Online](#) has virtual workshops for all families in DC. The workshop schedule and past recordings are available online.
- If you care for a child younger than age 6, you can participate in the online [Positive Parenting Program](#). This program is provided by the DC Department of Behavioral Health. This program will help you practice handling challenging situations. To access the program, enter "dcparents" as the enrollment key when you create an account.

Connect with other families:

- The [State Advisory Panel on Special Education](#) (SAPSE) has open meetings where you can meet other families.
- The Family and Youth Engagement Committee on DC School Behavioral Health is a space for parents to share experiences, concerns, and ideas. The committee meets every third Friday of the month. You can email Ronald LaFleur at ronald.lafleur1@dc.gov for the virtual meeting link.
- [Understood.org's collection of stories](#) shares how families of students with disabilities are coping with COVID-19.



CHANGING SCHOOLS, TRANSITION, AND HOMESCHOOLING

18

HOW CAN I SUPPORT MY CHILD WHO IS CHANGING SCHOOLS THIS YEAR?

While your child's new school is preparing to educate your child, here are some specific actions you can take:

Learn more about your child's new school. [DC School Report Card](#) is a good place to find information. Also, here you can find [nonpublic school profiles](#).

Meet your child's teacher and special education coordinator and ask them any questions you have. Here you can find contact information for your child's school:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)

Share what you know about your child. As the person who knows your child best, you can help by:

- Describing your child's strengths and needs
- Sharing what did and didn't work during distance learning this spring
- Sharing why your child is changing schools

You can also support your child by:

- Helping your child build skills and routines to stay on top of their school work. This is particularly helpful when your child is starting middle school or high school for the first time.
- Connecting with other families of students with disabilities. Ask them how they supported their child when changing schools or through distance learning. Groups like the [State Advisory Panel on Special Education](#) (SAPSE) have meetings where you can meet other families.
- Have your child participate in individualized education program (IEP) team meetings, if possible.

19

IF MY CHILD IS ATTENDING A NEW SCHOOL THIS YEAR, HOW WILL THE NEW SCHOOL KNOW WHAT MY CHILD NEEDS?

Your child's new school must provide the special education services and supports your child needs, as described in their individualized education program (IEP).

Your child's new school will start by reviewing your child's IEP. They will include you in the review process and any decisions about making changes to your child's IEP. This should happen within 30 days after your child is enrolled at the new school.

Your child's new school will gain access to their records and IEP from the school your child used to attend. They will also look at information from your child's old school when reviewing the IEP. This information will include things like:

- Your child's current performance in areas not addressed by the IEP
- Your concerns as a parent
- Data from your child's old school related to progress on their IEP goals

Your new school will receive your child's records, but it may take time for them to be sent. If you have a copy available, it can be helpful to share your child's IEP with the new school so they can begin planning as early as possible.

If you need to find contact information for the new school, you can look here:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)



CHANGING SCHOOLS, TRANSITION, HOMESCHOOLING (CONTINUATION)

20

I AM STARTING TO THINK ABOUT MY CHILD'S FUTURE AFTER HIGH SCHOOL. HOW WILL MY SCHOOL HELP PREPARE MY CHILD FOR WHAT COMES NEXT?

While thinking about life after high school can be stressful, your school will support your child in helping plan for the future.

The process: This process is called "[transition planning](#)." It involves helping your child figure out what they want to do after high school and how to get there. In DC, it should begin by the time your child turns 14 and be reviewed annually. The goal is to help your child prepare to be an independent young adult and consider whether they want to attend college, pursue a particular career, or access other supports.

The team: A transition team will work with you and your child. A transition team can include teachers, other school staff, and agency or community representatives. In addition, the school must invite your child to attend an IEP meeting where your child's goals and planning for after high school will be discussed. Your child is encouraged to play a leading role in post high school transition planning.

The plan: Together you will create a written "transition plan." This plan will be based on your child's strengths, needs and goals for after school. Once this plan is written, your child's IEP team, which includes you, will update goals in their IEP. These new goals are meant to help your child prepare for transition while still in school.

Additional resources:

- [OSSE's Secondary Transition Process Toolkit](#)
- [SchoolTalk's website](#) and "[What Comes Next](#)" document
- [DC Partners in Transition](#)

21

I AM CONSIDERING HOMESCHOOLING MY CHILD. CAN I RECEIVE SPECIAL EDUCATION SUPPORTS?

No, special education services are only available to students enrolled in a DC public school.

Homeschooling is not the same as distance learning through a DC public school. As long as your child is enrolled in a public school in DC, they can receive special education services.

If you decide to homeschool your child and withdraw your child from public school, you are still entitled to request that your child be evaluated for special education services at any time. If your child is eligible for special education, you will receive information on what special education services your child would receive if you choose to enroll them in public school. Such requests must be directed to DCPS. Please visit DCPS' website on [pre-K students](#) and [K-12 students](#) for additional information.



TRANSPORTATION, ATTENDANCE, AND SCHOOL RECORDS

22 HOW CAN MY CHILD ACCESS TRANSPORTATION TO AND FROM SCHOOL?

For students with an individualized education program (IEP) who are eligible to receive transportation services, your child's school must send a transportation request form (TRF) to OSSE's Division of Student Transportation. Contact your child's school directly to make sure a TRF has been submitted for your child at least 10 days in advance of when school is scheduled to begin. You may also choose to provide transportation directly for your eligible child with a disability to and from school. If this is the case, OSSE can reimburse you. Learn more about [OSSE's policy for reimbursing travel expenses here](#).

You can contact the OSSE Division of Student Transportation's Parent Resource Center at (202) 576-5000 or osse.dot@dc.gov with any questions.

To read more about transportation for students with disabilities visit: [For Parents: Transportation for Students with Disabilities](#)

23 HOW WILL ATTENDANCE WORK THIS YEAR FOR STUDENTS WHO ARE LEARNING AT HOME?

School attendance for students between the age of 5 and 18 is required, and too many unexcused absences may result in referrals to government agencies for truancy. Going to school every day is critical for student learning and success.

Schools must take attendance every day this school year, even if students are learning remotely. Further, no matter whether the student attends school in-person or through distance learning, the instructional day must last for at least six hours per day (excluding breaks and lunch).

Schools have received guidance from OSSE on how to collect attendance for both in-person learning in school buildings and distance learning. If your school is providing distance learning at any point this school year, they have several options to track attendance. These options may include:

- Monitoring when your child logs in to technology
- Submitting a particular assignment
- Making contact with the teacher over phone, email, or virtual platforms

More detail can be found in [OSSE's attendance policy for the 2021-22 school year](#). If you have questions about how your school is taking attendance, ask your school.

24 HOW CAN I GET A COPY OF MY CHILD'S SCHOOL OR SPECIAL EDUCATION RECORDS?

You can request a copy of your child's records from their school. This includes special education records.

- If your child attends a school that is part of the **District of Columbia Public Schools (DCPS)** (or attended a DCPS school that is now closed), [request records from DCPS](#).
- If your child attends a **DC public charter school**, [request records from DC public charter schools](#).
- If your child attended a **DC public charter school that is now closed**, call (202) 328-2660 or email dcpublic@dcpsb.org.
- If your child attends a **nonpublic special education school**, you should request records from the public DC school that referred your child. Use the categories above to select which option applies to you.

If you need more information or have trouble with the above, you can learn more or visit OSSE's website on [Accessing Student Records](#).






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